



Prevent risk assessment for schools

Person completing: Angela Macvie

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Date for
review:

A risk assessment is a core part of implementing the Prevent duty. All providers should read guidance from the department on how to complete a risk assessment and on safeguarding students vulnerable to radicalisation. Schools should assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology.

Providers may choose to have a specific separate risk assessment to better communicate to staff and document actions taken to mitigate any risks.

The purpose of the risk assessment is to have an awareness and understanding of the risk of radicalisation in your area and your institution. The type and scale of activity that will address the risk will vary but should be proportionate to the level of risk, type of provision, size and phase of education.

This is an internal document and should be reviewed annually, in line with Keeping Children Safe in Education requirements, or following a serious incident.

National Risks – risk of radicalisation generally

What national risks are you aware of that could impact to your area, setting, students or families? For example, online radicalisation

<p>Risk 1 In the UK, the primary domestic terrorist threat comes from Islamist terrorism. Islamist terrorism is the threat or use of violence as a means to establish a strict interpretation of an Islamic society</p>	<p>Risk 2 Extreme Right-Wing Terrorism describes those involved in Extreme Right-Wing activity who use terrorist violence to further their ideology. These ideologies can be broadly characterised as Cultural Nationalism, White Nationalism and White Supremacism</p>	<p>Risk 3 Other ideologies and concerns that may pose a terrorist threat. Established terrorist narratives exhibit common themes such as antisemitism, misogyny, anti-establishment, anti-LGBT grievances and religious or ethnic superiority</p>	<p>Risk 4 There is rapid proliferation of terrorist content on multiple online services. Research has demonstrated that the internet has become the 'preferred' avenue for those searching for terrorist propaganda or contacts. The internet continues to make it simpler for individuals and groups to promote and to consume radicalising content</p>	
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Local Risks – risk of radicalisation in your area and institution

What specific local risks are you aware of that could impact to your area, setting, students or families? E.g. local extremist activity (groups active in the area)

<p>Risk 1 Children with special educational needs are more likely to be vulnerable / easily manipulated due to their learning difficulties and lack of social awareness. Ambulant pupils with moderate or severe learning difficulties or autism are most likely to be at risk. We have a significant number of such pupils at Chadsgrove</p>	<p>Risk 2 The internet and social media have proven to be powerful tools for extremists to radicalise individuals. We, therefore have a concern that radicalisers may especially influence vulnerable people. Without support, a person, who might have questions about their own identity and place in society, might become a target for grooming.</p>	<p>Risk 3 Worcestershire is judged to be at low risk, but it is important not to be complacent – the West Midlands which borders us is second in risk to London and our communities live and work across our political and geographic boundaries Terrorism is a low threat in Worcestershire. The highest risk is from 'lone actors', who are particularly difficult to both detect and identify. In such cases, the internet and social media have proven to be powerful tools for extremists to radicalise individuals. There is a particular concern that young people may be vulnerable to a range of risks as they pass through adolescence and may be influenced by older people or via the internet, including ideas and issues around their identity</p>	<p>Risk 4 Worcestershire Channel receives referrals from a range of sources. Advice from the Office for Security and Counter Terrorism is that it is inappropriate to share statistics, however emerging themes include an increase in Right Wing referrals, more individuals accessing extreme material online and a consistent issue with individuals with mental health issues and learning difficulties. There are a significant number of young people referred who demonstrate various degrees of marginalisation</p>	
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Category	Risk	Hazard	Risk management	Rag
	<i>What is the risk here?</i>	<i>What are the hazards?</i>	<i>What has your institution put in place to ensure sufficient understanding and buy-in from Leadership?</i>	
Leadership	The setting does not place sufficient priority to Prevent and risk assessment/action plans (or does not have one) and therefore actions to mitigate risks and meet the requirements of the Duty are not effective.	Leaders (including governors and trustees) within the organisation do not understand the requirements of the Prevent Statutory Duty or the risks faced by the organisation. The Duty is not managed or enabled at a sufficiently senior level.	Prevent training/briefing for staff (including SLT) and governors. This includes additional information with regard to the risks/vulnerabilities of pupils with SEND	
		Leaders do not have understanding and ultimate ownership of their internal safeguarding processes, nor ensuring that all staff have sufficient understanding and that staff implement the duty effectively.	The lead governor for safeguarding/Prevent lead is at appropriate seniority. Lead Governor - Lorraine Petersen (Chair) Prevent Lead - Angela Macvie (Deputy)	
		Leaders do not communicate and promote the importance of the duty.	There is sufficient leadership ownership – risk assessments, safeguarding policies, etc. signed off by SLT and the Governing Body	
		Leaders do not drive an effective safeguarding culture across the institution.	Leadership have clear understanding of reporting and referral mechanisms. This is also included within safeguarding training for all staff	
		Leaders do not provide a safe environment in which children can learn.	Senior Leaders ensure the sharing of safeguarding policies – staff sign to confirm the reading of such policies.	
		Leadership unaware of risks to our pupils with regard to radicalisation eg vulnerabilities of pupils	There is promotion of a safeguarding culture through regular training, discussions, etc with senior staff visibly involved. There is a clear induction for new members of staff	
		Leaders are complacent and do not recognise or respond to changes such as the increase in use of technology and how this could increase potential for grooming	Leaders use self-evaluation to identify key priorities for continuous improvement	
Working in Partnership	The setting is not fully appraised of national and local risks, does not work with partners to safeguard children vulnerable to radicalisation, and does not have access to good practice advice, guidance or supportive peer networks.	The organisation does not establish effective partnerships with organisations such as the Local Authority and Police Prevent Team.	Chadsgrove has strong partnerships with: <ul style="list-style-type: none"> • Local Safeguarding Children's Partnership • DSL / headteacher forums • LADO • Community Safety Partnerships • Police Prevent Team • Channel panel • Child and family Effective partnerships include: <ul style="list-style-type: none"> • Regular attendance at meetings, boards or forums • Safeguarding Newsletters from the LAI 	
Capabilities				

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Staff training	Staff do not recognise signs of abuse or vulnerabilities and the risk of harm is not reported properly and promptly by staff.	Frontline staff including governors, do not understand what radicalisation means and why people may be vulnerable to being drawn into terrorism	Training is broader than face to face or e-learning. Staff also receive regular updates across the year	
		Frontline staff including governors, do not know what measures are available to prevent people from being drawn into terrorism and do not know how to obtain support for people who may be exploited by radicalising influences. Staff do not access Prevent training or refresher training.	All staff attend safeguarding training and are familiar with key school safeguarding and statutory policies	
		Staff and the Governing Body do not access Prevent training or refresher training.	All staff and the Governing Body attend Prevent training and are made aware of what they should do if they are concerned about anything	
		SLT/DSL are unaware of procedures to follow in case of concerns which increase a pupil's vulnerability	SLT and DSL receive additional support from local partnerships and training on local processes for Prevent	
		Senior leaders are unable to identify staff that require training	Chadsgrove maintains records of all staff and governor training on Arbor The DSL receives regular update training All staff receive update training via the annual face to face training package and updates throughout the year	
		Training does not meet the needs of staff and leaves pupils vulnerable	Training is quality assured and evaluated for effectiveness by the Governing Body	
Information Sharing	Staff do not share information with relevant partners in a timely manner.	Staff do not feel confident sharing information with partners regarding radicalisation concerns.	Chadsgrove has a culture of safeguarding that supports effective arrangements to: <ul style="list-style-type: none"> • identify children who may need early help or who are at risk of neglect, abuse, grooming or exploitation • help children reduce their risk of harm by securing the support they need, or referring in a timely way to those who have the expertise to help 	
		Staff are not aware of the Prevent referral process.	Chadsgrove has clear processes for raising radicalisation concerns and making a Prevent referral. These are included within the yearly whole school safeguarding training	
Reducing Permissive Environments				
	Children and young people are exposed to intolerant or hateful narratives and lack understanding of the risks posed by terrorist organisations and extremist ideologies that underpin them.	The school does not provide a safe space in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.	Chadsgrove has a code of conduct for all staff including volunteers	

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Building children's resilience to radicalisation		The school does not teach a broad and balanced curriculum which promotes spiritual, moral, cultural mental and physical development of students and fundamental British values and community cohesion.	Chadsgrove carries out safer recruitment checks on all staff	
		Teaching does not address fundamental british values	Teaching is monitored by senior leaders	
		The importance of having the space to talk and discuss controversial issues is not recognised or provided	Chadsgrove provides opportunities within the curriculum to discuss controversial issues and for students to develop critical thinking and digital literacy skills Chadsgrove ensures that discussions of controversial issues are carried out in a safe space. Pupils have weekly PHSE/relationships sessions where appropriate	
		Pupils do not have the opportunity to discuss Fundamental British Values and Relationships	Chadsgrove embeds fundamental British values into the curriculum, while also ensuring specific discussions can take place in a safe environment.	
IT policies	Ineffective IT policies increases the likelihood of students and staff being drawn into extremist material and narratives online. Inappropriate internet use by students is not identified or followed up.	Students can access terrorist and extremist material when accessing the internet at the institution.	Chadsgrove ensure appropriate internet monitoring and filtering is in place (Smoothwall and Senso)	
		Students may distribute extremist material using the school IT system.	Chadsgrove ensures that there is a clear reporting process in place should filtering systems flag any safeguarding or Prevent-related concerns. CPOMS is used for this purpose	
		There are unclear linkages between IT policy and the Prevent duty. There is no consideration of filtering as a means of restricting access to harmful content.	The designated safeguarding lead with the support of the deputy desognated safeguarding lead takes lead responsibility for safeguarding and child protection (including online safety). Filetering and monitoring are in place but there is a recognition that pupils also have to be taught about what to do if they are worried as such systems are generally not in	
		Prevent and issues such as online safety are not addressed through the curriculum, leading to pupils being vulnerable to radicalisation	Chadsgrove equips children and young people with the skills to stay safe online, both in school and outside through the long term plans for ICT and PHSE in particular	
Visitors	External speakers or visitors being given a platform to radicalise children and young people or spread hateful or divisive narratives.	Leaders do not provide a safe space for children to learn.	A process is in place to manage site visitors, including contractors - this is managed by front office staff. All visitors are checked and their stautus is recognised by a red/blue/grrren lanyard system. Staff know to challenge any unaccompanied adult wearing a red lanyard	
		The school does not have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.	Chadsgrove has a robust risk assessment and carries out due diligence checks on visitors, speakers, the organisations they represent and the materials they promote or share - compmpleted through discussions, website checks etc. Visitors are always accompanied by school staff	

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		The setting does not conduct any due diligence checks on visitors or the materials they may use.	The private/commercial use of the Chadsgrove's spaces is effectively managed & due diligence checks are carried out on those using/booking and organisations that they represent. Speakers in assembly/completing activities with pupils are never left alone References are sought for volunteers	
		Senior leaders and school staff are unaware of the procedures to follow should they become concerned about the behaviour of a visitor or volunteer	Chadsgrove seeks advice and support from partners where necessary to make an assessment of suitability.	

